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ABSTRACT

A 1969-70 questionnaire survey of 35 of the 40 English-speaking teacher education institutions in Canada attempted to determine trends toward certain types of innovation. Positive trends: The total training periods have been lengthened. Programs have become more flexible and offer a wider choice of options. There is a trend toward adoption of an interdisciplinary approach in professional courses. Practice teaching time has been increased, in some cases replaced by a preservice internship. New approaches to the development of teaching skills include microteaching and simulation games. Students are being involved in a formal way in program development and administration. Heavy dependence on formal examinations is breaking down. Use of closed-circuit TV for instructional purposes within the institutions is becoming quite prevalent. Some attention is being given to providing the kinds of courses which might lead to innovative practice on the part of beginning teachers. Areas in which trends are not yet very pronounced: Individualization of the programs is not proceeding very rapidly. Computer-assisted instruction is almost non-existent. Institutions have not yet demonstrated a sensitivity to such needs in the school system as the problems of disadvantaged children, or to the possibility that the staffing patterns of the schools may be radically different in future. There are inadequacies in the extent to which training institutions and the local school systems interact. (JS)

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TRENDS IN TEACHER PREPARATION CURRICULA
IN CANADA

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When I first began to study teacher education programs some ten years ago, it was still more or less possible to memorize the typical programs. For example, in the teachers' colleges, students took child development, school management, a smattering of art and music, general methods and a fairly heavy dose of remedial work in the 3 R's. The university graduates in the colleges of education received a complementary offering of adolescent psychology, school law and methods in academic subjects, as appropriate. Those destined by their credentials for higher things also got crash courses in such weighty matters as ordering supplies. A few institutions were offering those new-fangled B.Eds., which were of course looked upon with that dark suspicion which Canadian educators reserve for most American inventions.

The university B.Ed. programs used different terminology, calling child development educational psychology and school management educational administration. Despite such changes, the programs were still quite similar to the normal school programs they had replaced, although they did allow a wider choice of options.

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In every program the course work was supplemented at some stage by a carefully worked out combination of practice and observation, usually two to three times as much observation as practice. In some cases, time actually devoted to practice was as little as 20 hours. On the basis of a five-hour day, that works out to just four days of practice. Of course, other institutions of that era were requiring as much as 100 hours, or about 20 days. I am quoting these figures from a study of practice teaching made by the Canadian Teachers' Federation in 1961.¹

The programs of the time were accompanied by a chorus of complaints that they were dull, repetitive, irrelevant or full of "Mickey Mouse" courses. Teachers in particular criticized the small amount of time spent on practice teaching.² The basic similarities of the programs were sometimes pounced upon by critics. One lady professor, for example, in a controversial book called So Little for the Mind, attributed these similarities to the fact that "teachers of teachers . . . have become a band of brothers. They are even a series of twins; if you meet Tweedledee in Halifax, Tweedledum meets you in Vancouver."³

Since that time, a great deal of interest has been shown in the reform of teacher education. Teacher associations, both in Canada and the United States, have shown some leadership in organizing study projects and conferences in this area. The institutions themselves have

¹Canadian Teachers' Federation. A Preliminary Survey of Practice Teaching Programs. Research Memo No. 8. Ottawa: the Federation, 1961. 52 p.

²See, for example, S. C. T. Clarke and Kathleen I. Kennedy, Teachers' Evaluation of Their Preparation for Teaching. Edmonton: Alberta Teachers' Association, 1962. 63 p.

³Hilda Neatby, So Little for the Mind. Toronto: Clarke, Irwin, 1953. Reprinted 1967. p. 91.

become engaged in study and revision of their programs. The United States, in particular, has provided a considerable input of ideas for improving teacher education.

In view of all this activity in teacher education, it seemed appropriate to the Canadian Teachers' Federation to undertake a study to determine whether the teacher education institutions were in fact changing their programs and, if so, whether they were changing in the directions which had been recommended by various agencies.

Most of this paper will be devoted to a summary of the results of the CTF study. However, before going into the details of these changes I would like to set the stage with a brief description of the development of teacher education in Canada, since I believe it has been different in some respects from the United States experience.

The original system in Canada, once patterns for training teachers were at all established, was to train secondary school teachers at the university, after they had received a degree, and to train elementary teachers in normal schools, after some period of high school education. In the development of normal schools there was originally some similarity between Canada and the United States. However, at this point their paths begin to diverge. As I understand it, many of the normal schools in the United States became teachers' colleges and gradually grew into four-year institutions offering liberal arts as well as professional programs and awarding degrees. This just did not happen in Canada. The normal schools came to be called teachers' colleges, but they remained state-operated single-purpose institutions offering one-, or occasionally two-year, professional programs.

Nearly a third of the institutions for training elementary teachers in Canada are still institutions of the teachers' college type. However, change is occurring. Since 1945, one province after another has transferred teacher education directly to the multipurpose universities without the intervening step of expanding the teachers' college program. While this process is not yet complete, it is very likely that we have now entered the decade in which all elementary teacher education will have been transferred to the universities.

The importance of this move in influencing teacher preparation curricula should not be underestimated, since it tends to bring with it longer programs, more highly trained faculty, more emphasis on the scholarly disciplines which contribute to the study of education and readier access to elaborate equipment.

Another difference from teacher education in the United States which has to be mentioned is that the minimum program for teachers is not yet, in any province of Canada, a degree. This is not to say that many teachers don't have degrees. However, they are not required to hold degrees and thus, while one may describe programs to one's heart's content, one cannot assume that all, or even most teachers, have taken the full programs described. The minimum standards are being raised, although perhaps not quickly enough.

In summary, then, many Canadian institutions are having to adjust their programs both to suit the university milieu and to accommodate students who are, on the whole, older and better educated.

The CTF Study

The study from which I plan to draw most of the material for the rest of this paper was conducted by CTF during 1969-70 and was an attempt to determine the trend, or lack of trend, toward certain types of innovation in teacher education institutions.

We were at a certain advantage in this study in that the total population of teacher education institutions in Canada is small. There are only about 40 English-speaking teacher education institutions in Canada, compared with over 1,200 in the United States.

The programs offered by the Canadian institutions are of three main types. Outside of the province of Ontario, the university B.Ed. program for both elementary and secondary teachers is the prevailing pattern, although Nova Scotia and New Brunswick still have one teachers' college each. The universities also usually offer a one-year professional program for graduates of other faculties. In Ontario the pattern differs. Prospective secondary school teachers with degrees take a one-year program at a university college of education and receive a B.Ed. High school graduates may qualify as elementary school teachers after one year in a teachers' college. However, several of these teachers' colleges have become the faculties of education of their neighbouring universities since our study was begun and more will follow. Of the 35 institutions for which findings are reported in the study, 24 are classified as universities and 11 as teachers' colleges.

There is considerable variation in size among the institutions. Enrolments in the teachers' colleges in 1969-70 ranged from 360 to 1,770. For universities the range in size was much greater. Twelve

institutions had enrolments in education of less than 500. In the remaining institutions, undergraduate education enrolments ranged from 660 to 4,500.

I should mention that there are, of course, also a number of French-speaking teacher education institutions in Canada, most of which are in the province of Quebec. Because most of these institutions were entering a period of rapid transition just at the time of the study, and also because of the difficulty of translating the survey instrument, we decided to leave these institutions out of the study.

The findings cited, then, refer only to English Canada institutions. A questionnaire was distributed to these institutions on the last day of December 1969. The response was so excellent that we received a 92 per cent return without any follow-up.

The questionnaire was designed to be as simple as possible to answer and was therefore quite structured. A total of 58 items was used, divided into seven groups dealing with administration and planning, overall design of the program, special courses within the program, practice teaching, school-faculty cooperation, teaching practices of faculty members, and buildings and equipment. For each of the items listed, respondents could indicate whether that particular practice was part of the regular program, in the experimental stages, in the planning stages or not planned at present, simply by placing a check mark in the appropriate column. Several open-ended questions were also included, dealing with admission requirements and faculty retraining. A final question asked respondents to indicate "the most significant change in your program during the past year."

I don't propose to go into a detailed description here of the responses to every item analyzed according to type of institution, geographic location and enrolment. The full report of the study is being published this month under the title Innovations in Teacher Education. However, I would like to touch upon some highlights of the study.

Some Highlights of the CTF Study

Most of the specific items in the questionnaire were chosen to illustrate one or more general innovation themes. These themes were drawn from a number of sources, including the model program proposals for the U.S. Office of Education, various publications of AACTE and NCTEPS, from several proposals for reform that have been drawn up in Canada, including the COFFE report from the University of British Columbia, and, of course, assorted general reading in the field of education.

The five themes which I have chosen to attempt to illuminate from the CTF study are the following:

1. Individualization of instruction in teacher education.
2. Interaction of the school system and the training institution.
3. Disadvantaged children.
4. Orientation to change in education.
5. Educational technology.

Each of the five tables which I have given out to you summarizes institutional replies to the items related to one of these themes. For convenience of analysis each table contains two final columns, one of which I have headed "Possible Future Adoption" and the other "Innovativeness." The first of these columns received the heading "future adoption" on the assumption that by combining institutions which indicate a practice is

part of the regular program with those which indicate it is being planned or experimented with, one arrives at an estimate of the maximum number of institutions which will adopt the practice into the regular program in the near future. Similarly, the assumption in the final "Innovativeness" column is that any practice reported by an institution as in the experimental or planning stages, or not planned at present, is still an innovation so far as that institution is concerned. This column, then, gives some idea of the newness of the practice for the Canadian institutions.

With these ideas in mind, then, I would like to discuss each table in turn.

Individualization of Instruction

Table 1 of the group records items related to individualization of instruction in teacher education. "Individualization" is perhaps one of those fad words which appears from time to time and which subsumes under the one heading both old and new ideas. Consequently, there is a certain vagueness in the term. Nevertheless, it seems to represent a genuine search for programs which can be sufficiently varied in length, content and approach to be of value and interest to all students.

The items listed in Table 1 refer to practices which, in my view, would if adopted indicate a trend toward individualized instruction. They are of two types, those relating to overall program design and those concerned with the teaching practices of faculty members.

As you may see by looking at this table, there is no item which even half of the institutions report as regular practice. The only one which comes close is "replacement of formal examinations by other methods of evaluation." About one-quarter of the institutions report that they

are offering individually prescribed programs and that individual tutoring is regular practice among faculty members. These are the only three of the eight practices which appear at all likely to become regular practice in the near future in the majority of institutions.

Judging from the last column of this table, the remaining items would appear to represent highly innovative practices to most of the institutions. For example, computer-assisted instruction has been talked about a lot, but it is certainly far from being implemented in teacher education institutions in Canada. Similarly, computer-based instructional management systems are still remote from program realities. In fact, two respondents put question marks beside this item.

It would also appear that very few institutions are prepared to replace their methods courses with on-demand seminars, workshops and lectures, although there is one institution which operates rather consistently on this principle.

In general, then, one might say that the trend toward a thorough-going individualization of program is, in Canadian institutions, still rather minimal as yet, although a few signs of increased flexibility are appearing. That many of the institutions are certainly interested in this area was demonstrated in the responses to the open-ended questions. For a number of institutions, the major recent change in program was increased selection of options.

Interaction of the School System and the Training Institution

Table 2 records items related to the interaction of the local school system and the teacher education institution. It is often suggested that there is a considerable gap between the thinking in the

faculties of education and actual practice in the schools. According to some observers it is the training schools which are reactionary. Other critics attribute the conservatism to the schools.

Both views suggest a certain lack of sympathy between agencies which ought ideally to be in some harmony, or at least to interact in a mutually productive way. This lack of sympathy is often expressed as the gap between theory and practice.

We were therefore concerned in the questionnaire to determine if there were any trend toward systematic interaction between the training institutions and their local school systems. It may be seen from Table 2 that there were only two items which were reported as regular practice by at least half the institutions. Fifty-two per cent of the institutions reported that school-faculty committees on practice teaching were part of the regular program and 54 per cent that field studies were included. As one may see by glancing at the innovativeness column, the remaining items are still in the innovation stage for most of the institutions. On the other hand, there does seem to be a clear movement on the part of a third or more of the institutions toward most of these practices. In particular, it would appear that a considerable proportion of institutions will in future be involving the schools in program planning, arranging exchanges of school personnel and faculty, and replacing practice teaching with extended periods of classroom experience.

Disadvantaged Children

Table 3 summarizes responses to the items which were related to provisions for teaching teachers about disadvantaged children. We have become increasingly aware over the past decade of the schooling problems

encountered by children who come from backgrounds which, for social, economic or ethnic reasons are regarded as disadvantaged. In Canada we have perhaps been less ready to admit the prevalence of such problems or to acknowledge their severity. But we have known for some time that the problems are prevalent enough to warrant some attention in the preservice training of teachers. It therefore seemed of interest to determine whether the training institutions were exhibiting any sensitivity toward these problems.

Four items were therefore included in the section which inquired whether various topics were included in the program as courses, or parts of courses. These items were Eskimo education, Indian and Metis education, inner city children, and preschool education. From the replies recorded in Table 3 it would appear that topics of this type do not form part of the regular program of the majority of the institutions, and are not likely to do so in the near future. This lack of interest is not evenly distributed geographically. For example, six of the seven institutions reporting a course on Indian and Metis education are located in the four western provinces of Canada.

Orientation to Change in Education

Table 4 gathers together items which illustrate the theme which I have called orientation to change in education. This theme arises from the frequent observation that everyone going into the working world today should be prepared to change, either within an occupation, or from one occupation to another. Teachers are frequently exhorted not only to be prepared for change, but to attempt to bring about changes in education themselves. It seems quite appropriate therefore to inquire whether the training institutions are incorporating within their programs any courses which might lead beginning teachers to adopt or promote innovative practices in education.

Six items of this type are recorded in Table 4. For each of these items, the institutions were asked to indicate whether the topic was touched upon in a course, or part of a course, that was included in the regular program.

The results reported in Table 4 suggest that there is a stronger trend toward this theme than toward any of the others described previously. For example, 71 per cent of the institutions report a course on educational technology as part of the regular program. Looking at the "future adoption" index for this table, it appears that fairly high proportions of institutions will in future be including in their programs such topics as innovation processes, sensitivity training and action research.

There is only one item in this table for which the future adoption index is very low. This is the item described as staff management, or management of the teacher's staff. It seems very likely that future schools will see the employment of large numbers of paraprofessionals of various sorts and that teachers will be called upon to co-ordinate the activities of a variety of helpers. If so, it might be expected that there would be some reflection of this future pattern in the programs of the training institutions. In general, however, this was not found.

Educational Technology

The final theme expressed in the literature of change is the need both to bring technology into the training program and explain its uses in teaching. The items from the questionnaire which relate to this theme are reported in Table 5. It would appear from the replies that the institutions are moving fairly briskly in this area and that many of the institutions have adequate equipment for the task. In general, it is the smaller institutions and the teachers' colleges which are less adequately equipped.

The exceptions to the general picture of interest in educational technology are information retrieval courses, computer-assisted instruction, and multi-media study carrels.

SUMMARY

As you may have noticed, a great deal of data about teacher education programs in Canada was collected through this study. Since I have only touched on a small part of it here, I would like before concluding to draw together the general findings of the study, using both results reported above and other results from the study. In summary, then, these would appear to be some of the general trends in teacher preparation curricula in Canada:

1. The total training periods have been lengthened, with the result that professional programs are being attuned to students who are more mature and have more academic training.
2. The programs have become more flexible and offer a wider choice of options. Various experimental programs are in operation, some centering on internships, others on interdisciplinary or thematic approaches, such as communication.
3. There is a trend toward the adoption of an interdisciplinary approach in professional courses in place of the almost exclusive emphasis on educational psychology which once prevailed.
4. Time devoted to practice teaching has been increased and in some cases has been replaced by a preservice internship.
5. Some innovative approaches to the development of teaching skills are being adopted, most notably microteaching, but also simulation games.

6. Students are being involved in a formal way in program development and administration.

7. The system of heavy dependence on formal examinations is breaking down to some degree.

8. The use of closed-circuit television for instructional purposes within the institutions is becoming quite prevalent.

9. Some attention is being given to providing the kinds of courses which might lead to innovative practice on the part of beginning teachers.

These nine points refer to the positive trends in curriculum. There are, however, areas in which trends are not yet very pronounced. For example, individualization of the programs does not seem to be proceeding very rapidly. Computer-assisted instruction is almost non-existent. The institutions have, in general, not yet demonstrated a sensitivity to such needs in the school system as the problems of disadvantaged children, or to the possibility that the staffing patterns of the schools may be radically different in future. The study also detected inadequacies in the extent to which the training institutions and the local school systems interact.

It seems to me that it would be interesting to repeat this study in a few years' time to see whether the indicated trends continue and whether the predictions of possible future adoption into the regular program are realized.

Table 1. Individualization of Instruction in Teacher Education

OVERALL PROGRAM DESIGN	Number & Per Cent of Institutions Reporting Practice As:										Possible Future Adoption		Innovative ness
	Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.3+5		
	N	%	N	%	N	%	N	%	N	%	N	%	
1	2	3	4	5	6	7		8	9	10	11	12	13
Individually prescribed programs	9	26	10	28	16	46		-	-	35	100	54	74
Computer-based instructional management system	-	-	9	26	23	66		3	8	35	100	26	92
Adjustment of program length for individual students on the basis of performance criteria	4	11	4	11	27	78		-	-	35	100	22	89
Replacement of methods courses by on-demand seminars, workshops and lectures	3	8	9	26	22	63		1	3	35	100	34	89
TEACHING PRACTICES OF THE FACULTY	Regular Practice	Occasional Practice	Rare or Non-Existent		No Reply		Possible Future Adoption		Innovative ness				
	N	%	N	%	N	%	N	%	N	%	N	%	%
Computer-assisted instruction	1	3	5	14	29	83		-	-	35	100	17	97
Replacement of formal examinations by other methods of evaluation	15	43	19	54	1	3		-	-	35	100	97	57
Individual tutoring	10	29	21	60	3	8		1	3	35	100	89	68
Programmed instruction	3	9	11	31	20	57		1	3	35	100	40	88

Table 2. Interaction of the School System and the Training Institution

Number & Per Cent of Institutions Reporting Practice As:																
Practice	Part of Regular Program				In Experimental or Planning Stages				Not Planned at Present		No Reply	Total		Possible Future Adoption		Innovative-ness
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	
	2	3	4	5	6	7	8	9	10	11		12	13			
1	2	3	4	5	6	7	8	9	10	11	12	13				
Field studies (with youth groups, in nursery schools, etc.)																
	19	54	5	14	8	23	3	9	35	100	68	37				
Extended period of classroom experience to replace practice teaching																
	5	14	14	40	16	46	-	-	35	100	54	86				
University-administered internship following graduation																
	3	9	9	26	23	65	-	-	35	100	35	91				
Exchange of faculty and school personnel																
	6	17	13	37	16	46	-	-	35	100	54	83				
Faculty membership for cooperating (practice, supervising) teachers																
	4	11	8	23	22	63	1	3	35	100	34	86				
School-faculty committees on practice teaching																
	18	52	12	34	5	14	-	-	35	100	86	48				
School-faculty committees on program planning																
	9	26	7	20	18	51	1	3	35	100	46	71				
Joint school-faculty-student innovation projects																
	5	14	11	32	19	54	-	-	35	100	46	86				
Assumption by faculty of major responsibility for operating a local school system																
	-	-	2	6	31	88	2	6	35	100	6	94				

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Table 3. Disadvantaged Children

Topic of Course	Number and Per Cent of Institutions Reporting Course on this Topic As:										Possible Future Adoption		Innovative- ness Cols.5+7	
	Part of Regular Program					In Experimental or Not Planned Planning Stages at Present					Total			
	N		%		%	N		%		%	N			%
	2		3			4		5			6			
1	2		3		4	5	6	7	8	9	10	11	12	13
Eskimo education	3		9		3	9	25	71	4	11	35	100	18	80
Indian and Metis education	7		20		5	14	21	60	2	6	35	100	34	74
Inner city children	5		14		5	14	22	63	3	9	35	100	28	77
Preschool education	11		32		3	8	19	54	2	6	35	100	40	62

Table 4. Orientation to Change in Education

Number and Per Cent of Institutions Reporting Course on Topic As:										Possible Future Adoption ness	
Part of Regular In Experimental or Not Planned Planning Stages at Present										Cols.3+5	
Topics of Courses										Cols.5+7	
	N	%	N	%	N	%	N	%	N	%	%
1	2	3	4	5	6	7	8	9	10	11	13
Action research	9	26	6	17	18	51	2	6	35	100	68
Educational technology	25	71	2	6	6	17	2	6	35	100	23
Human relations	18	52	5	14	8	23	4	11	35	100	37
Innovation processes	13	37	5	14	13	37	4	12	35	100	51
Staff management (management of the teacher's staff)	7	20	2	6	21	60	5	14	35	100	66
Sensitivity training	10	29	12	34	11	31	2	6	35	100	65
Social systems analysis (analysis of the school as a social system)	17	48	8	23	8	23	2	6	35	100	46

Table 5. Educational Technology

COURSE TOPICS AND PRACTICE TEACHING	Number and Per Cent of Institutions Reporting Item As:										Possible Inno- Future vative- Adoption ness			
	Part of Regular Program					In Experimental or Planning Stages at Present					No Reply			
	N		%		Total	N		%		Total	N		%	
	2		3			4		5			6		7	
1	2		3			4		5			6		7	
Course Topics														
Educational technology	25		71			2		6			2		17	
Information retrieval	4		11			7		20			4		58	
Programming of in- structional materials	14		40			8		23			2		31	
Practice Teaching	14		40			11		31			2		63	
Simulation, educational games	14		40			11		31			2		63	
Microteaching	19		54			15		43			3		97	
TEACHING PRACTICES OF FACULTY MEMBERS														
Computer-assisted instruction	1		3			5		14			29		83	
	13		37			9		26			13		37	
Closed-circuit- television	13		37			9		26			13		37	
EQUIPMENT AVAILABLE														
Available and Supply Adequate	16		46			6		17			13		37	
	8		23			6		17			21		60	
Language laboratory	16		46			6		17			13		37	
Multi-media study carrels	8		23			6		17			21		60	
Computer facilities	13		37			6		17			16		46	
Television studio	15		43			7		20			13		37	
Videotape recorder	26		74			5		14			4		12	

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